


Daily Writing / ELA Block – Kindergarten *60 Minutes of Instruction; time may be distributed throughout the day		
Foci: Writing, Speaking, Listening, and Using Language 	Assessment Evidence	Aligned Resources
Common Core Standards for English Language Arts <small>The standards listed here focus on what is essential but do not describe all that can or should be taught.</small>		
<p align="center"><u>Writing Standards</u></p> <p>By the end of K5, students will:</p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <p>Research to Build Knowledge</p> <ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <ol style="list-style-type: none"> 9. (Begins in grade 4) <p>Range of Writing</p> <ol style="list-style-type: none"> 10. (Begins in grade 3) 	<p>Writing:</p> <ul style="list-style-type: none"> • Diagnostic Writing/Illustration • Pictures/drawings • Dictation of story • Signs and labels • Notes and cards • Captions • Interactive Writing Involvement • Descriptive writing • Narrative/story writing • Creative writing • Expository writing • Writing sample – (fall and spring) • Student reflection (dictated) • Ideas to contribute to class news • Contribute to writing about research <p>MPS (K-2) Writing Rubrics</p> <p>Other assessment evidence:</p> <ul style="list-style-type: none"> • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • Peer feedback - oral 	<ul style="list-style-type: none"> • Writing, visuals, and illustrating tools (including digital tools) • Equipment/tools for engaging in modeled, interactive, and shared writing • Models of writing from a variety of genres, including fiction and nonfiction • A writing process • Writing strategies based on best practices in writing • Writing supplies • Word walls, alphabet, and other resources such as picture/word dictionaries • Rubrics • Technology • Reading A-Z/RAZ Kids • Discovery Education <i>Streaming</i> <p>Write Source (Teacher’s Edition, 2007)</p> <p>Writing Process pp. 20-44</p> <p>Traits of Writing (focus on understanding the concepts of the traits and recognizing elements of the traits during interactive read alouds) pp. 48-56, 100-102</p> <p>Descriptive Writing p. 72; The Five Senses pp. 96-97</p> <p>Forms of Writing pp. 60-72</p>

<p style="text-align: center;"><u>Speaking and Listening Standards</u> By the end of K5, students will:</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about topics and texts under discussion). Continue conversations through multiple exchanges. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. <p style="text-align: center;"><u>Language Standards</u> By the end of K5, students will:</p> <p>Conventions in Writing and Speaking</p> <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dog; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Knowledge of Language</p> <ol style="list-style-type: none"> (Begins in grade 2). 	<ul style="list-style-type: none"> Presentations Multimedia exposure (not independent) Traditional and online publishing in various forms - exposure than evidence (not independent) Content in Writers' Notebooks Contents of Portfolios (both process and showcase) Progress logs Student's self-assessment Student's self-reflection Student's goals Student sharing in whole group work <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Oral presentations Participation in class discussions Summary of main discussion points <p>MPS Oral Rubrics MPS Listening Rubrics MPS Discussion Rubrics</p>	<p>Quick writes p. 21 Scribble-writing p. 6 Brainstorming pp. 26, 31, 33, 40 Graphic organizers: Cluster diagram p. 30-31, 41, 112 Order Chart pp. 52-53, 183 Word Web pp. 30-31, 112 Journal Writing ("Writer's Notebook") pp. 23, 60-61 Directionality pp. 32-33 Guided observations pp. 24-25 Lists pp. 62-63, 122, 184-186</p> <p>Listening pp. 22-23 Speaking p. 172 Body language pp. 88-89 Time to Share p. 180 Author's Chair pp. 38-39</p> <p>Editing pp. 20-21, 36-37, 42, 56-57, 113, 178 Conventions (writing trait) pp. 48-49, 56-57, 100, 102, 120, 178 Spelling p. 6 Capital letters pp. 10-15, 36-37, 120, 168, 179 Checklist for editing pp. 36-37, 178 Asking sentence pp. 12-13 Making a sentence p. 164 Editing marks pp. 36-37, 42 End marks pp. 12-13, 36-37, 42, 56-57, 113, 178 Phonological awareness p. 16 Punctuation pp. 12-13 Word spacing pp. 8-9, 36-37</p> <p>Zaner-Bloser – adopted resources</p> <p>Zaner-Bloser – online resources: www.zaner-bloser.com</p>
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<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to meaning of an unknown word.</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to the opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Language: Accurate use of conventions in writing and speaking</p> <p>MPS Writing Rubrics – Conventions</p> <p>Language: Appropriate use of on-level vocabulary</p> <p>MPS Language Rubrics</p>	<p>Sensory words pp. 54-55, 96-97, 119, 138 Rhyming words pp. 16-17 Adjectives pp. 35, 85 Vocabulary pp. 66, 70, 98-99 Word Choice pp. 48-49, 54-55, 100, 101, 119 Word chart pp. 98, 207 Word cards p. 208 Word families p. 158 Word order pp. 8-9, 81, 98 Word pictures p. 7 Word web pp. 30-31 Word rhymes p. 159 Book Lists for Building Background pp. 217-226 Words we use often p. 207 Letter sounds pp. 4, 61, 72 Special Words p. 110 Dictionary pp. 8, 98, 139-152 Frequently used words pp. 98-99, 139-152, 207, 208 Action words pp. 93 Book language p. 72 Writing vocabulary pp. 96-97 Writing color words p. 197</p> <p>Grade K Big Book (Write Source) Interactive Writing Skills CD-ROM Teacher’s Resources (Write Source) CD-ROM Student edition (consumable) Write Trait Kit Great Source online resources: http://www.greatsource.com/iwrite/index.html</p> <p><input type="checkbox"/> Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source) <input type="checkbox"/> Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)</p>
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<p align="center">Block Structure and Instructional Methods</p> <p align="center"><u>Instructional Groupings:</u></p> <p align="center">Whole Group: Strategic, Explicit Instruction</p> <p align="center">Small Group: Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations – Application and Practice</p> <p align="center">Whole Group: Sharing and Wrap Up</p>	<p align="center">Universal Approaches, Modes, Skills, and Strategies</p>
<p><u>Introduction (5 minutes)</u></p> <p>Goal = Connect</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Establish, communicate, and maintain classroom routines to support student learning • Use student-friendly language to communicate big ideas, essential questions, and/or communicate the purpose of the lesson. • Record and post learning intention of lesson. <p><u>Whole Group, Explicit Instruction (15-20 minutes)</u></p> <p>Goal = Build</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Restate the learning intention of the lesson; use visuals to enhance understanding. • Explain the goal and importance of the lesson (e.g., “<i>Writers use details to make their story interesting.</i>” Some examples include: using strategies to make writing better, writing to describe, write to tell a story, using conventions in writing, and using enriched vocabulary in writing and speaking. • Share example(s) to illustrate application of learning intention, including using (teacher’s) own writing to help students better understand the strategy or aspect of craft in action. • “Share the pen” by asking students to participate in interactive and shared writing activities. • Provide additional information and/or clarification to enhance understanding and support transfer; connect to environment print. • Help students create a poster and/or record content of lesson in each student’s writer’s notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the lesson in their writing (think individually then discuss via whole group or partner share). • Listen for evidence of understanding; clarify, redirect, restate, or provide additional examples as needed. • Provide oral and written directions to explain focus of work during literacy work stations and integrated literacy work stations, including clear procedures to execute transitions between and among stations. 	<p>Approaches Based on Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)</p> <ul style="list-style-type: none"> • Writers’ Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer <p>Modes (Cooper, 2003)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dictated Writing (McGill-Franzen, 2006) <input type="checkbox"/> Write Aloud [Modeled] Writing <input type="checkbox"/> Shared Writing <input type="checkbox"/> Interactive Writing (Tompkins and Collom, 2004) <input type="checkbox"/> Guided Writing <input type="checkbox"/> Collaborative/Cooperative Writing <input type="checkbox"/> Independent Writing <p>In developmentally appropriate ways, students in K5 will work on the following skills that writers use:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structuring Skills <input type="checkbox"/> Mechanical Skills <input type="checkbox"/> Language Skills <input type="checkbox"/> Reference Skills <input type="checkbox"/> Handwriting Skills <input type="checkbox"/> Computer Skills

Small Groups; Application and Practice (25-30 minutes)

Goal = Reach

The teacher will:

- Set up classroom to foster effective and efficient small group instruction.
- Design meaningful activities to assist students as they apply and practice the focus of whole group lessons in small and independent literacy work stations.
- Integrate other language arts, including speaking, listening, and language, into literacy work station activities.
- Regularly meet with small flexible groups of students who exhibit similar needs; spend more time with students who demonstrate the need for extra assistance.
- Employ guided instruction by reviewing the learning intention and coaching as students work.
- Use interactive, shared, cooperative/collaborative writing; ask students to “share the pencil” as they apply strategies modeled during whole group instruction.
- Provide like-need students with effective, specific and timely feedback while rotating among groups.
- Explicitly connect aspects of student writing and speaking to use of the conventions of language and vocabulary development.
- Ask students to write for several smaller periods of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts and/or lessons.
- Guide students as they write their own examples of a variety of types of writing, written for various purposes and audiences (e.g., lists, captions, labels, cards, messages, postcards, news)
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Monitor and record each student’s progress.
- When meeting one-on-one with students, provide each student with timely and appropriate feedback that supports their current stage of development and specific need (e.g., descriptive, effective, or motivational).

Whole Group –Reflecting and Sharing (10 minutes)

Goals = Reconnect and Wrap Up

The teacher will:

- Gather the entire class to meet and revisit the learning intention of the original lesson.
- Provide opportunities for students to share samples of work, and reflections on learning through oral discussion and presentation (in pairs, small groups, or whole group).
- Integrate listening, speaking, language, and technology into the sharing session.
- Provide appropriate feedback.
- Preview next step in learning.

Six Traits of Effective Writing for Young Writers (Spandel, 2008)

- ☐ Ideas
- ☐ Organization
- ☐ Voice
- ☐ Word Choice
- ☐ Sentence Fluency and Variety
- ☐ Conventions

(For K-1 writers the focus is on recognizing elements of each trait when read aloud and understanding the concept of each trait)

Differentiated Instruction During Small Group Work Time

(Hall, Strangman, and Meyer, 2003); Differentiation (Tomlinson, 1999)

- Content
- Process
- Product

Categories of Strategies (Tompkins, 2010)

- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

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English Language Learners: Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials <div> <i>Preparation</i> <i>Scaffolding</i> <i>Grouping Options</i> </div> Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners			Students with Disabilities (per IEP)* <u>Assistive technology (writing)</u> <ul style="list-style-type: none"> • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers
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Strategies incorporated	Comprehensible input	Independent	<ul style="list-style-type: none"> • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems
<i>Integration of Processes</i>	<i>Application</i>	<i>Assessment</i>	
Reading	Hands-on	Individual	
Writing	Meaningful	Group	
Speaking	Linked to objectives	Written	
Listening	Promotes engagement	Oral	

Available Accommodations and Modifications to Provide Access to the Core Curriculum (*)

***NOT an exhaustive list*